CHAPTER I
INTRODUCTION

A. Background of the Research

In our global community, the ability to write effectively is becoming important to be mastered. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages becomes more essential. So, the ability to write a second language is becoming widely recognized as important skill for educational, business, and personal reason.[1]

Jack C Richards states that:

> in adult life, people's writing needs are both institutional and personal. Institutional writing is writing produced in a professional or institutional role, such as that of businessperson, teacher, or student, and conforms to institutional conventions. Personal writing includes personal letters and creative writing.[2]

As part of the language, writing is an important skill besides listening, reading, and speaking that must be mastered by the students. Writing is often considered as the hardest

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[1]Sara Cushing Weigle, *Assessing Writing*, (United Kingdom: Cambridge University Press, 2002), 1.

[2] Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge Univessity Press, 1990), p. 100.

language skill than the other skills since it requires in a higher level or productive language control.[3] The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more seen if their language proficiency is poor.[4]

The most important things are how the students create, because writing has many steps to produce or to make. So, they need a preparation to write before. There are pre-writing, writing and revising.[5] But, some people also define writing process in different steps. Jeremy Harmer defines this process to be four elements. They are planning, drafting, editing, and final version.[6]

The writer also considers that writing is the hardest skill for people who learn English, because in writing process,

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[3]Marianne Celce Murcia, *Language Processing,* (United Kingdom: Cambridge university press, 2000), p. 161.

[4]Jack C. Richard and Willy A. Renandya*, Metodology in Language Teaching:An Antology of Current Practice,* (United State: Cambridge University Press, 2003), p. 303.

[5]Karen Blanchard & Christine Root, *Ready to Write*, (USA: Longman, 2003), 3rd Ed., p.41

[6]Jeremy Harmer, *How to Teach Writing,*(Longman:Pearson Education Limited,2004),p.4-5

students will face many difficulties in transferring thought and ideas in writing form. To make the students motivated and enjoyable in learning, the teacher should use interesting teaching method. Therefore, it is important for teachers to gain some knowledge. Allah States in the glorious al-Qur'an:

$$ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾$$

"Nun. By the Pen and by the (records) which (men) write " (QS. Al-Qalam: 2)[7]

The verse above contain an order to write by using *qalam* (pen). Writing is a great gist coming from Allah. Writing has a function as a means to understand human-interest. If there are not writing, the knowledge will be lost, religion track will not exist, and life will not be comfortable.

Al-Qur'an above said that when we teach the lesson to students, especially in writing, we should give them new things or we should use the interesting method or technique in teaching. One of the technique that can be applied by the teacher in teaching writing is Think-Pair-Share.

Think-Pair-Share (TPS) is one of the technique of cooperative learning method. It is considered as a technique of learning that enables students to improve their comprehension. TPS technique is developed by Frank Lyman and Spencer Kagan as the structure of cooperative learning activities. This

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[7] A. Yusuf Ali, *The Holy Qur'an*, (USA: Amana Crop, 1983), p. 1585

technique gives the students a chance to work individually and cooperatively with their friends. The strategy used in this model is the process of thinking, pairing, and sharing.[8]

Think-Pair-Share is the effective technique that is used to warm up before doing discussion class. The component of "*Think*" invites the students to think or organize their thought. The component of "*Pair*" and "Share" encourage the students to compare and share their idea to the others, so that they can practice before presenting in the whole class. This opportunity can increase the quality of students' contribution and increase the readiness to speak up to the larger class.[9]

The technique which is chosen above become one of researcher's consideration to make something new in teaching writing narrative texts. In this case, the researcher attempt to offer one technique that makes the students interested in studying writing through TPS technique in which the activity is more emphasized on students' involvement. Basically, Cooperative Learning corresponds to Islamic teaching which is stated in Qur'an Surah al-Maidah:

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وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَى وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

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[8]Rukmayadi, "*The Application of Cooperative Learning: Think-pair-Share (TPS) in Improving students' Reading Comprehension*", thesis (Bandung: PBS Faculty of UPI, 16 August 2011), p. 3.

[9] Elizabert E. Barkley, *et.all*, *Collaborative Learning Technique*, trans. Narulita Yusron, (Sanfrancisco: Jossey-Bass, 2005), p. 155-156.

"........help you one another in Al-Birr and At-Taqwa (Virtue, righteousness and piety, but do not help one another in sin and transgression........." (QS. Al-Maidah:2)[10]

The verse above explains that cooperation is suggested in every goodness; it can be taken from the word of Al-Birr. Al-Birr means a goodness or something that can gives a benefit. this point is English language learning. We may put this verse into language teaching learning context by connecting it with the cooperative learning. So, cooperative learning can be included in the Al-Birr. Because In the cooperative learning, there is mutual relationship among the students which enable them to reach the goal of teaching learning. Based on the verse above, cooperative learning is appropriate technique which is applied in the classroom activity only. It is not appropriate if it is applied in the examination. Because, the students can cheat one another and cheating is not belong to Al-Birr.

Researcher expected that this research will help English teacher investigate the achievement of the Think-Pair-Share technique in teaching narrative texts writing and find out students perception on the strategy in relation to their writing improvement.

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[10] Muhammad Taqi-ud-Din Al-Hilali, *et all*, *Translation of the Meaning of the anoble Qur'an in the Engish Language*, (Madinah: King fadh Complex), p. 141.

Based on the explanation above, the writer want to conduct a research entitled "The Effectiveness of Think-Pair-Share to teach narrative texts writing (An Experimental Research with the Eighth Grade Students of MTs Riyadlotut Thalabah Sedan-Rembang in The Academic Year of 2012/2013)".

B. Research Question

How is the effectiveness of Think-Pair-Share to teach narrative texts writing with the eighth grade students of MTs Riyadlotut Thalabah Sedan-Rembang in the academic year of 2012/2013?

C. Objective and Benefits of the Research

Based on the problem formulation above, the objective of the research is to find out the effectiveness of Think-Pair-Share to teach narrative texts writing with the eighth grade students of MTs Riyadlotut Thalabah Sedan-Rembang in the academic year of 2012/2013.

Based on objectives above, the benefits of the study can be stated as follows:

1. For the teacher

By doing this research, it is as motivation to improve skills in choosing appropriate and variation learning strategy and the writer hopes the teacher can use

Think-Pair-Share as an alternative technique in teaching narrative. So, the students will get better achievement.

2. For the students

    The use of Think-Pair-Share as an alternative technique in teaching narrative texts, the writer hopes that the students will be interested and more enthusiastic in learning especially learning narrative texts writing. So, it can improve achievement and students learning outcomes.

3. For the researcher

    By conducting this research, hopefully the writer will get some experiences and knowledge directly how to apply narrative writing using Think-Pair-Share. This research can be an evaluation for me who frequently used monotonous technique in teaching writing in the classroom.